

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

| DISTRICT INFORMATION | SCHOOL INFORMATION |
|--|--|
| District: GARFIELD | School: GARFIELD MIDDLE SCHOOL |
| Chief School Administrator: MR. NICHOLAS PERRAPATO | Address: 175 LANZA AVENUE |
| Chief School Administrator's E-mail: NPERRAPATO@GBOE.ORG | Grade Levels: 6, 7, 8 |
| Title I Contact: MS. GERI LEDFORD | Principal: MS. ANNA SCIACCA |
| Title I Contact E-mail: GLEDFORD@GBOE.ORG | Principal's E-mail: ASCIACCA@GBOE.ORG |
| Title I Contact Phone Number: 973-340-5000 EXT. 2030 | Principal's Phone Number: 973-272-7020 |

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

 Anna Sciacca
 Principal's Name (Print)

 Principal's Signature

 Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 8 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 10,148,061, which comprised 97.9 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 10,611,091, which will comprise 97.7 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

| Item | Related to Priority Problem # | Related to Reform Strategy | Budget Line Item (s) | Approximate Cost |
|--|-------------------------------|--|----------------------|------------------|
| Reading Coach Grades 8=9 days Grades 6,7 = 11 Days | #1, #2, #3 | Improve Student Achievement Reader's Workshop Curriculum Alignment | School Wide | \$30,000 |
| Leveled Library Books to support Reader's Workshop | #1, #2, #3 | Improve Student Achievement Reader's Workshop | School Wide | \$5,748 |
| PIR-Professor in Residence | #1, #2, #3 | Improve student achievement | School Wide | \$8,000 |
| Parental Involvement Improve parental involvement | #1, #2, #3 | Improve Student Achievement | School Wide | \$,2500 |
| Data Team Analyze PARCC Results & local assessments. 4 GMS Teachers 4 hours per day for 5 days | #1, #2, #3 | Using data to plan lessons and drive instruction. | School Wide | \$3,500 |

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

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|--|------------|--|-------------|--------------------------|
| | | | | |
| Curriculum Revision Continue to align core subjects to CCSS. | #1, #2, #3 | Improve Student Achievement | School Wide | \$4,000 |
| Technology Necessary to support PARCC Testing Data Analysis to be completed by staff Staff laptops to analyze data and disseminate information in Performance Matter to be used to drive instruction and create lesson plans. | #1, #2, #3 | Improve Student Achievement Use data to drive instruction. Reader's Workshop | School Wide | \$32,000 \$36,000 |
| Student Rewards Incentives to motivate low performing students | #1, #2, #3 | yes | School Wide | \$2,500 |
| | | | | \$124,248 |
| | | | | |

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

**Add lines as necessary.*

| Name | Stakeholder Group | Participated in Comprehensive Needs Assessment | Participated in Plan Development | Participated in Program Evaluation | Signature |
|---------------------|---|--|----------------------------------|------------------------------------|-----------|
| Anna Sciacca | Administration – Principal | X | X | X | |
| Richard Rigoglioso | Administration – Vice Principal/ Anti-Bullying Coordinator | X | X | X | |
| Christopher Annibal | Administration/Vice-Principal | X | X | X | |
| Deborah Rotio | Facilitator/Supervisor Middle School | X | X | X | |

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

| | | | | | |
|-------------------------------|---|----------|----------|----------|--|
| Jennifer Botten | Assistant Curriculum Supervisor Science Grades 6-12 | X | X | X | |
| Brian Cameron | Assistant Curriculum Supervisor Social Studies Grades 6-12 | X | X | X | |
| Elizabeth Mierzejewski | Assistant Curriculum Supervisor Math Grades 6-12 | X | X | X | |
| Diane Nunno | Assistant Curriculum Supervisor Language Arts Grades 6-12 | X | X | X | |
| Ann Taylor | Assistant Curriculum Supervisor/ Special Education Grades 6-12 | X | X | X | |
| Joey Marie Stasiak | Teacher-ESL | X | X | X | |

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

| Date | Location | Topic | Agenda on File | | Minutes on File | |
|----------------|---|-------------------------------------|----------------|----|-----------------|----|
| | | | Yes | No | Yes | No |
| Oct. 23, 2014 | NCLB Meetings – Garfield Middle School Library | Needs Assessment & Plan Development | Yes | No | Yes | No |
| Jan. 28, 2015 | | Needs Assessment | X | | X | |
| April 30, 2015 | | Program Evaluation | | | | |
| May 28, 2015 | | Needs Assessment | | | | |
| | | Plan Development | | | | |
| | | Program Evaluation | | | | |
| | | Plan Development | | | | |
| | | Needs Assessment | | | | |
| | | Needs Assessment & Plan Development | | | | |

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

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|---|---|--|----------|--|----------|--|
| | | | | | | |
| Aug. 27, 2014 Sept. 18, 2014 Oct. 2, 2014 Oct. 30, 2014 Nov. 4, 2014 Jan. 9, 2015 March 6, 2015 April 30, 2015 | Assistant Curriculum Supervisors – GMS Curriculum office | Needs Assessment Program Evaluation Needs Assessment & Plan Development Needs Assessment Program Evaluation Needs Assessment & Plan Development | X | | X | |
| | | | | | | |
| | | | | | | |

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

| | |
|---|---|
| What is the school's mission statement? | <i>The administration, staff, parents, and community members will work collaboratively and cooperatively to instill the love of learning in our students and provide them with the skills necessary to facilitate life -long learners. We seek to provide a smooth transition from elementary to high school while maintaining a nurturing school climate that savors the wonder, energy, and excitement of adolescent students in the middle grades.</i> |
|---|---|

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

The following programs and strategies, designed to improve overall student achievement were implemented as planned:

- Integration of Technology
- Professor in Residence (Language Arts, including all Special Education students)
- Reading & Math Coach
- Differentiated Instruction
- Curriculum Alignment to new Common Core State Standards
- PARCC Saturday Program
- Summer School
- ESY Program (Special Education & ESL)
- Using Data to Improve and Inspire Student Achievement
- Reader's Workshop
- Co Teaching Instruction
- Writer's Workshop

2. What were the strengths of the implementation process?

- Increase of instructional time
- Additional professional development opportunities provided to language arts, math, and special education teachers.
- Creation of technology driven lessons implemented school wide (Smart Boards in every classroom)
- Use of data to drive instruction
- All staff members in all departments are teaching the same concept at the same time, including special education
- District data and test creation site, Performance Matters, allows for formatting benchmark assessments and analyzing data.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

3. What implementation challenges and barriers did the school encounter?

- Release time for staff for in-house professional development
- Budgetary restraints

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

- Technology –
 - ✓ Strength - More student engagement in classroom lessons
 - ✓ Weakness – Varying ability levels of staff
- PIR/ Reading & Math Coaches
 - ✓ Strength - Work with GMS Staff to develop best practices in the classroom.
 - ✓ Strength - Modeled classroom lessons
 - ✓ Strength - Provided Professional Development
 - ✓ Weakness – Release time for Staff
- Block Scheduling/ Differentiated Instruction-
 - ✓ Strength - Provide additional instructional time allowing for more creative lessons and implementation of DI.
 - ✓ Weakness – Staff's initial reluctance to new practices
- Co-Teaching – (LAL, Science, Social Studies)
 - ✓ Strength- Special Education students exposed to same class lessons as general education
General Education teacher and Special Education teacher working together to provide instruction to all students
 - ✓ Weakness – Class size - Some classes have more special education students than general education students.
- Curriculum Alignment-
 - ✓ Strength - New Common Core Standards provide for more rigorous and in-depth instruction.
- Reader's Workshop –
 - ✓ Strength - Professional Development provided year long on reader's workshop strategies. All Language Arts staff following the same format.
 - ✓ Weakness – Release time for teachers
- PARCC Saturday Program –
 - ✓ Strength - Enrichment program designed to help students improve PARCC scores.
- Summer School –
 - ✓ Strength - Provides failing students the opportunity to pass to next grade level without cost to family.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

- ESY Program-
 - ✓ Strength - Federal funded after school and summer enrichment program
- Data- Data Team & administration worked with staff to analyze test scores.
 - ✓ Purchase of Performance Matters-on-line test creator and data analysis program.
 - ✓

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

- Proving Professional development
- Support from PIRs and Coaches
- Administrative support

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Perceptions of Staff:

- Fear of the unknown and a change
- Initial reluctance of some staff members
- Some looking forward and excited about new changes

Tools used to measure staff's perceptions:

- Surveyed staff
- Feedback at grade level and Department Meetings

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

- In favor of changes within the curriculum and scheduling
- Supportive of administration

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

- Administration met with curriculum supervisors and Facilitator who turn-keyed information and delivery to each department.
- Grade-level meetings were held with administration. Grade level leaders facilitated information to each perspective grade level.

9. How did the school structure the interventions?

- Professional Development
- Supervisor's Meetings
- Grade Level Meetings
- Guidance Counselors
- Department Meetings
- Faculty Meetings

10. How frequently did students receive instructional interventions?

- Special education students receive instructional interventions and modifications daily as per their IEP.
- Classroom teachers provide instructional interventions as needed
- PIR/Coaches provide interventions when on site.

11. What technologies did the school use to support the program?

- Smart Boards in all classes
- Desktop computers in all classrooms and the media center
- 2 Computer Labs equipped with 30 desktop computers

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

- 3 COWS-Computers on Wheels (Mobile Carts)
- Discovery Education
- Study Island
- Math Tools
- Performance Matters
- Brain Pop
- Flo-Vocabulary

12. Did the technology contribute to the success of the program, and if so, how?

- Lessons were more student-centered and inter-active
- Students more engaged in classroom
- Data results more visual and meaningful
- Teachers lessons more rigorous

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

13.Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

| English Language Arts | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention). |
|-----------------------|-----------|-----------|---|---|
| Grade 4 | | | | |
| Grade 5 | | | | |
| Grade 6 | | | <ul style="list-style-type: none"> • Extensive professional development in analyzing and interpreting text for staff • Double LAL period • SES Tutoring for Economically Disadvantage • PARCC Test Prep Saturday program • Professor in Residence (PIR) • LAL Coach • Reader's Workshop • Co Teaching • Curriculum Alignment | <ul style="list-style-type: none"> • Large number of Special Education students in GMS • Resource students did not have a double language arts period. • Special Education students were not using general education textbooks • Tutoring was offered but not mandated for all students who were partially proficient. • Gaps in curriculum for Special Education students |
| Grade 7 | | | <ul style="list-style-type: none"> • Extensive professional development in analyzing and interpreting text for staff • Double LAL period • SES Tutoring for Economically Disadvantage • Professor in Residence (PIR) • LAL Coach • Reader's Workshop • Co Teaching | <ul style="list-style-type: none"> • Large number of Special Education students in GMS • Resource students did not have a double language arts period. • Special Education students were not using general education textbooks • Tutoring was offered but not mandated for all students who were partially proficient. |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| | | | | |
|----------|--|--|--|---|
| | | | <ul style="list-style-type: none"> • PARCC Test Prep Saturday program • Reader's Workshop • Curriculum Alignment | <ul style="list-style-type: none"> • Gaps in curriculum for Special Education students |
| Grade 8 | | | <ul style="list-style-type: none"> • Extensive professional development in analyzing and interpreting text for staff • Double LAL period • SES Tutoring for Economically Disadvantage • PARCC Test Prep Saturday program • Professor in Residence (PIR) • Math & LAL Coach • Co Teaching • Reader's Workshop • Curriculum Alignment | <ul style="list-style-type: none"> • Large number of Special Education students in GMS • Resource students did not have a double language arts period. • Special Education students were not using general education textbooks <ul style="list-style-type: none"> • Tutoring was offered but not mandated for all students who were partially proficient. • Gaps in curriculum for Special Education students |
| Grade 11 | | | | |
| Grade 12 | | | | |

| Mathematics | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention). |
|-------------|-----------|-----------|---|---|
| Grade 4 | | | | |
| Grade 5 | | | | |
| Grade 6 | | | <ul style="list-style-type: none"> • Extensive professional development in analyzing and interpreting text for staff • Double Math period • Math Coach | <ul style="list-style-type: none"> • Large number of Special Education students in GMS • Tutoring was offered but not mandated for all students |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| | | | | |
|----------|--|--|---|---|
| | | | <ul style="list-style-type: none"> • SES Tutoring for Economically Disadvantage • PARCC Test Prep Saturday program | who were partially proficient. |
| Grade 7 | | | <ul style="list-style-type: none"> • Extensive professional development in analyzing and interpreting text for staff • Double Math period • Math Coach • SES Tutoring for Economically Disadvantage • PARCC Test Prep Saturday program | <ul style="list-style-type: none"> • Large number of Special Education students in GMS • Special Education students were not using general education textbooks • Tutoring was offered but not mandated for all students who were partially proficient. |
| Grade 8 | | | <ul style="list-style-type: none"> • Extensive professional development in analyzing and interpreting text for staff • Double Math period • Math Coach • SES Tutoring for Economically Disadvantage • PARCC Test Prep Saturday program | <ul style="list-style-type: none"> • Large number of Special Education students in GMS • Special Education students were not using general education textbooks • Tutoring was offered but not mandated for all students who were partially proficient. |
| Grade 11 | | | | |
| Grade 12 | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

| English Language Arts | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions <u>did or did not</u> result in proficiency (Be specific for each intervention). |
|-----------------------|-------------|-------------|------------------------|---|
| Pre-Kindergarten | | | | |
| Kindergarten | | | | |
| Grade 1 | | | | |
| Grade 2 | | | | |
| Grade 9 | | | | |
| Grade 10 | | | | |

| Mathematics | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions provided <u>did or did not</u> result in proficiency (Be specific for each intervention). |
|------------------|-------------|-------------|------------------------|--|
| Pre-Kindergarten | | | | |
| Kindergarten | | | | |
| Grade 1 | | | | |
| Grade 2 | | | | |
| Grade 9 | | | | |
| Grade 10 | | | | |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

| 1 Interventions | 2 Content/Group | 3 Effective Yes-No | 4 Documentation of Effectiveness | 5 Measurable Outcomes (Outcomes must be quantifiable) |
|---|--|--|--|---|
| <u>Professor in Residence</u> Reading Strategies for Content Areas <ul style="list-style-type: none"> • Expository Text Structures • Six Steps to Draft a Constructed Response • Reading non-fictional text • QAR Math | <p>LAL</p> <p>Math Staff</p> | <p>Yes</p> <p>Yes</p> | <p>Teacher survey and workshop evaluation.</p> <p>Administrative Walkthroughs</p> | <p>Strategies for working with and analyzing text were presented to staff members.</p> <p>Students compared reading assessment grades involving analyzing and working with text.</p> <p>Improvement in Rubric scores</p> <p>Students were consistently using the six steps to draft a constructed response.</p> <p>Samples of student work</p> |
| Differentiated Instruction | All Content Areas | Yes | <p>Teacher survey and workshop evaluation.</p> <p>Lesson Plans</p> <p>Sample lessons</p> <p>Administrative Walkthroughs</p> | <p>Samples of DI lessons were observed in teacher classrooms.</p> <p>DI Instructional Strategies have been implemented in lesson plans.</p> <p>Peer Observation has increased to observe differentiated instruction.</p> |
| Block Scheduling | All Content Areas | Yes | Teacher survey and workshop evaluation. | Data from Walkthrough Evaluations & Formal Observations |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Interventions | 2 Content/Group | 3 Effective Yes-No | 4 Documentation of Effectiveness | 5 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------------------|--------------------|--------------------------|--|--|
| | | | Lesson Plans Sample lessons Administrative Walkthroughs | School-wide common benchmark assessments |
| Reading Coach | ELA | Yes | Teacher survey and workshop evaluation. Lesson Plans Sample lessons Administrative Walkthroughs | Data from Walkthrough Evaluations & Formal Observations School-wide common benchmark assessments |
| Data Analysis | ELA | Yes | Data Analysis of PARCC Tests Use of data to drive instruction. | Charts to analyze data from PARCC were created in each department to help teachers plan accordingly. Lessons are differentiated based on data results. Performance Matters creates graphs of effective data to use to drive instruction. |
| Study Island | ELA | Yes | Teacher Sign Teacher Survey Self-assessment | Teachers are able to use Study Island as a tool to implement differentiated instruction. Students work at their own skill level and pace to solve test prep questions in math, language arts and reading. |
| PARCC Saturday Test Prep Program | ELA | Yes | Student attendance sheets Results Pre and post tests Teacher survey | Student scores from pre and post tests in LAL |
| Math Coach | Mathematics | Yes | Teacher survey and workshop evaluation. Lesson Plans Sample lessons | Data from Walkthrough Evaluations & Formal Observations School-wide common benchmark assessments |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Interventions | 2 Content/Group | 3 Effective Yes-No | 4 Documentation of Effectiveness | 5 Measurable Outcomes (Outcomes must be quantifiable) |
|------------------------|----------------------|--------------------------|--|--|
| | | | Administrative Walkthroughs | |
| Study Island | Mathematics | Yes | Teacher Sign Teacher Survey Self-assessment | Teachers are able to use Study Island as a tool to implement differentiated instruction. Students work at their own skill level and pace to solve test prep questions in math, language arts and reading. |
| Reader's Workshop | Language Arts | yes | Teacher survey and workshop evaluation. Lesson Plans Sample lessons Administrative Walkthroughs | Data from Walkthrough Evaluations & Formal Observations School-wide common benchmark assessments |
| PARCC Saturday Program | LAL/Math | Yes | Student Attendance, Teacher Survey, Parent Feedback | Improvement in final assessment |
| Boys & Girls Club | ALL Content Areas | Yes | Student test score, homework grades. Teacher feedback. | An overall improvement in student grades due to the after school tutoring, power-hour homework club, and computer programs offered every day. |
| Summer School | All core subjects | Summer 2013 | Student Report card and Attendance | Students are promoted to next grade level |
| ESY Program | Special Ed. Students | Yes | Attendance, Student feedback | Special Education Students receive enrichment in academic and |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Interventions | 2 Content/Group | 3 Effective Yes-No | 4 Documentation of Effectiveness | 5 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------------|--------------------|--------------------------|--|---|
| | | | Teacher feedback | social performance. The program runs until July30th. |
| ESL Program | ELL Students | Yes | Attendance, Student feedback Teacher feedback | ELL Students meet after school in a social setting to improve language skills and receive help with academic performance. |
| Performance Matters | All subjects | yes | Teacher feedback Data results | Data for lesson planning and creatind and implementing differentiated instruction. |
| | | | | |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

| 1 Interventions | 2 Content/Group Focus | 3 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|-------------------------------|-----------------------------|--------------------------|---|---|
| PARCC Saturday Program | LAL/Math | Yes | Student Attendance, Teacher Survey, Parent Feedback | Improvement in final assessment Practice with PARCC-like assessments. |
| Boys & Girls Club | ALL Content Areas | Yes | Student test score, homework grades. Teacher feedback. | An overall improvement in student grades due to the after school tutoring, power-hour homework club, and computer programs offered every day. |
| Summer School | All core subjects | Summer 2011 | Student Report card and Attendance | Students are promoted to next grade level |
| ESY Program | Special Ed. Students | Yes | Attendance, Student feedback Teacher feedback | Special Education Students receive enrichment in academic and social performance. The program runs until July 30th. |
| ESL Program | ELL Students | Yes | Attendance, Student feedback Teacher feedback | ELL Students meet after school in a social setting to improve language skills and receive help with academic performance. |
| SES Program | Title I Students | Yes | Attendance, Student feedback Teacher feedback | An overall improvement in student grades due to the after school tutoring, power-hour homework club, and computer programs offered every day. |
| | | | | |
| | | | | |
| | | | | |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Interventions | 2 Content/Group Focus | 3 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------------------|--|---|---|--|
| | | | | |
| | | | | |
| | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

| 1 Strategy | 2 Content/Group Focus | 3 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|---|-----------------------------|--------------------------|--|---|
| <u>Professor in Residence</u> Reading Strategies for Content Areas <ul style="list-style-type: none"> Expository Text Structures Six Steps to Draft a Constructed Response Reading non-fictional text QAR Math PIR | All Content Areas | yes | Teacher survey and workshop evaluation. Administrative Walkthroughs | Strategies for working with and analyzing text were presented to staff members. Students compared reading assessment grades involving analyzing and working with text. Improvement in Rubric scores Students were consistently using the six steps to draft a constructed response. Samples of student work |
| | | | | |
| | | | | |
| Study Island | ELL | Yes | Teacher Sign Teacher Survey Self-assessment | Teachers are able to use Gizmos as a tool to implement differentiated instruction. Students work at their own skill level and pace to solve test prep questions in math, language arts and reading. |
| Block Scheduling | All Content Areas | Yes | Teacher survey and workshop evaluation. | Data from Walkthrough Evaluations & Formal Observations |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Strategy | 2 Content/Group Focus | 3 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|---------------|-----------------------------|--------------------------|--|--|
| | | | Lesson Plans Sample lessons Administrative Walkthroughs | School-wide common benchmark assessments |
| Reading Coach | LAL | Yes | Teacher survey and workshop evaluation. Lesson Plans Sample lessons Administrative Walkthroughs | Data from Walkthrough Evaluations & Formal Observations School-wide common benchmark assessments |
| Data Analysis | LAL | Yes | Data Analysis of PARCC Tests Use of data to drive instruction. | Charts to analyze data from PARCC were created in each department to help teachers plan accordingly. Lessons are differentiated based on data results. |
| Study Island | LAL | Yes | Teacher Sign Teacher Survey Self-assessment | Teachers are able to use Study Island as a tool to implement differentiated instruction. Students work at their own skill level and pace to solve test prep questions in math, language arts and reading. |
| Study Island | Mathematics | Yes | Teacher Sign Teacher Survey Self-assessment | Teachers are able to use Study Island as a tool to implement differentiated instruction. Students work at their own skill level and pace to solve test prep questions in math, language arts and reading. |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Strategy | 2 Content/Group Focus | 3 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------------------|-----------------------------|--------------------------|---|--|
| Data Analysis | Mathematics | Yes | Data Analysis of PARCC Tests Use of data to drive instruction. | Charts to analyze data from PARCC were created in each department to help teachers plan accordingly. Lessons are differentiated based on data results. |
| PARCC Saturday Test Prep Program | Mathematics | Yes | Student attendance sheets Results Pre and post tests Teacher survey | Student scores from pre and post tests in Math. |
| PARCC Saturday Test Prep Program | Students with Disabilities | Yes | Student attendance sheets Results Pre and post tests Teacher survey | Student scores from pre and post tests in Math and LAL. |
| Study Island | Students with Disabilities | Yes | Teacher Sign Teacher Survey Self-assessment | Teachers are able to use Study Island as a tool to implement differentiated instruction. Students work at their own skill level and pace to solve test prep questions in math, language arts and reading. |
| Professor in Residence | Students with Disabilities | Yes | Student attendance sheets Results Pre and post tests Teacher survey | Student scores from pre and post tests in Math and LAL. Results of Performance tasks Midterm & Final Assessments |
| PARCC Saturday Test Prep Program | ELL | Yes | Student attendance sheets Results Pre and post tests Teacher survey | Student scores from pre and post tests in Math and LAL. |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Strategy | 2 Content/Group Focus | 3 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|-----------------------|--------------------------------------|-----------------------------------|--|--|
| | | | | |
| Reader's Workshop | LAL | Yes | Teacher survey and workshop evaluation. Lesson Plans Sample lessons Administrative Walkthroughs | Data from Walkthrough Evaluations & Formal Observations School-wide common benchmark assessments |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

| 1 Strategy | 2 Content/Group Focus | 3 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|-----------------------------------|---------------------------------|--------------------------|--|---|
| Back to School Night | All Academics/School Climate | Yes | Parent Attendance Sign in Sheets Teacher Feedback | 64% % of our Parents attend Parents are given a preview of a typical middle school day by following their child's schedule. The homeroom teacher supplies the parent with information on general school policies, grade level activities, trips, and fund raisers. Classroom teachers review academic curriculum, grading and discipline policies and procedures for their individual class. |
| | | | | |
| Parent Teacher Conferences | School Climate/All Academics | Yes | Parent Attendance Sign in Sheets Teacher Feedback | 64% of parents scheduled for conferences attended. Parents meet with child's teachers regarding academic progress to prevent failure/retention. |
| Home and School | School Climate | Yes | Parent Attendance Sign in Sheets | Very good attendance |
| Honor Roll Breakfast | All Academics | Yes | Parent Response Attendance sheets from Parent Sign-in . | Parents were invited to attend a breakfast to honor students on the Principal's List. |
| | | | | |
| Parent Technology Workshop | Technology | Yes | Parent Attendance Sign in Sheet | Parents learned how to navigate the school website, read and respond to teacher e-mails, and read Homework Hero, to enhance their child's academic progress. |
| Senior Citizen Day | School Climate | Yes | Community Feedback Walkthrough | Grandparents, parents, and community members participate in a variety of activities with our staff and students for our annual Senior Citizen Day. |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Strategy | 2 Content/Group Focus | 3 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|-------------------------------|-----------------------------|--------------------------|--|---|
| Band Extravaganza | School Culture | Yes | Parents in Attendance School Personnel in Attendance | Garfield School District Instrumental Band Students performed collectively for administrators, staff, parents, students, and community members. |
| National Junior Honor Society | School Culture | yes | Parents in Attendance School Personnel in Attendance | 100% of students being inducted into the Honor Society were in attendance as well as additional family members. |
| International Food Festival | School Culture | Yes | Parent Attendance Sign in Sheet | Administration, Staff, parents, & Community members made a food dish representing their culture. All members were brought together in the evening to celebrate our diverse school culture |
| Ziti Dinner | School Culture | yes | Parents in Attendance School Personnel in Attendance | Administration, Staff, parents, & Community members made a food dish representing their culture. All members were brought together for an annual fundraiser. |
| Student of the Month Luncheon | School Culture | yes | Student Feedback | 100% of the students attended |
| Tricky Tray | School/ Community | yes | Attended by 400 people fro school district and community members | Event attendance |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Strategy | 2 Content/Group Focus | 3 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------------|--------------------------------------|-----------------------------------|---|--|
| | | | | |
| Blue Star Breakfast | School Culture | Yes | Feedback from Veterans | GMS students who have active military family members invited community Veterans for Breakfast. Attendance by students and Veterans |
| | | | | |
| | | | | |
| | | | | |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|--|--|---|
| <i>Academic Achievement – Reading</i> | <p>PARCC 6, 7, 8</p> <p>Benchmarks Assessments</p> <p>Performance Based Tasks</p> <p>ACCESS (ELL)</p> <p>Midterm Assessment</p> <p>Report Cards</p> | <p>Improvement shown in writing but weaknesses in working with and analyzing text. Most grade levels were above the DFG but below the state mean.</p> <p>A midterm and final assessment was used to indicate strengths and weaknesses in reading skills to help prepare for the PARCC.</p> <p>Performance tasks were created for students in each department and progress measured quarterly. These were scored by department created rubrics.</p> <p>ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English</p> <p>Indicates student progress throughout the year and gives evidence of student academic success rate.</p> <p>Grade 6- 83.5% passed the midterm assessment Grade 7- 59% passed the midterm assessment Grade 8- 62.3% passed the midterm assessment</p> <p>Indicates student progress throughout the year and gives evidence of student academic success rate</p> |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|--|---|--|
| <i>Academic Achievement - Writing</i> | <p>PARCC 6, 7, 8</p> <p>Benchmarks Assessments</p> <p>Writer's Workshop</p> <p>Performance Based Tasks</p> <p>ACCESS (ELL)</p> <p>Midterm assessment</p> <p>Report Cards</p> | <p>The overall general education and special education population has met or exceeded the state average in the writing portions of the PARCC.</p> <p>A midterm and final assessment was used to indicate strengths and weaknesses in writing skills to help prepare for the PARCC.</p> <p>Writing folders are evaluated during Administrative walk-throughs.</p> <p>Performance Tasks In LAL were evaluated for growth in the writing process. Writing in the content areas was a focal point of the school year. Everyone was a writing teacher.</p> <p>ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English</p> <p>Grade 6- 86.4% passed the midterm assessment. Grade 7- 79.2% passed the midterm assessment Grade 8- 65.6% passed the midterm assessment</p> <p>Indicates student progress throughout the year and gives evidence of student academic success rate</p> |
| <i>Academic Achievement - Mathematics</i> | <p>PARCC 6,7, 8</p> <p>Benchmark /Portfolio Assessments</p> <p>Performance Tasks</p> | <p>Math scores varied per grade level in both general education and special education. Test scores indicates that progress is shown in all clusters from Grade 6 to Grade 8. Overall Geometry and Data Analysis were areas of concern in all three grade levels</p> <p>A series of assessments were used to indicate strengths and weaknesses in all mathematical cluster areas and writing skills to help prepare for the PARCC.</p> <p>Grade 6- 65.9% passed the midterm assessment. Grade 7- 52.6% passed the midterm assessment</p> |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|---|---|--|
| | Midterm Assessment Report Cards | Grade 8- 52.4% passed the midterm assessment Indicates student progress throughout the year and gives evidence of student academic success rate. |
| <i>Family and Community Engagement</i> | Parent Orientation (Grade 6) Parent/Teacher Conference Parent Workshops NCLB Meetings Federal Program Showcases (Fall & Spring) | 65% of our 6 th grade parents attended the orientation held during the summer. Parents who attended with their child found orientation to be very beneficial. Both parent and student were less anxious following the orientation. Parents meet with child's teachers regarding academic progress to prevent failure/retention. Parent Technology Workshop - Parents learned how to navigate the school website, read and respond to teacher e-mails, and read Homework Hero, to enhance their child's academic progress. <u>Internet Safety</u> – Workshop given by Bergen County Prosecutor's Office to inform parents of the dangers of the internet and how they can be more vigilant with their child's internet usage <u>Technology Fair</u> - District wide technology Fair was held at GMS. Students showcased all work using various forms of technology. <u>No Child Left Behind</u> – Administrators, Teachers, Parents, and Community Members work collaboratively to review and analyze school policies, test data, and any new programs in our school. Supplemental Educational Consultants showcase various programs that are offered to our students, (Sylvan, Club Z., etc.) |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|--|--|---|
| | <p>Back to School Nights</p> <p>Home & School Meetings</p> <p>School Events: Pasta Dinner, Christmas Show, Spring Concert</p> <p>Tricky Tray</p> | <p>Parents are given a preview of a typical middle school day by following their child's schedule. The homeroom teacher supplies the parent with information on general school policies, grade level activities, trips, and fund raisers. Classroom teachers review academic curriculum, grading and discipline policies and procedures for their individual class.</p> <p>Parents meet together to collaborate methods to improve the school and help defray the cost of school activities.</p> <p>Administration, Staff, Parents, and Community Members come together to enjoy and support their child and our school.</p> <p>Community and school wide fund raising event.</p> |
| <i>Professional Development</i> | <p>PDP (PIP) Records</p> <p>Professional Development Workshops</p> <p>Department Meetings</p> <p>Common Planning Period</p> <p>Technology</p> | <p>Teachers evaluate and plan professional learning goals for the following school year. Documentation is logged for the 100 hour state mandated professional development. Documentation of Attendance is kept on file. A written narrative of the workshop's benefit to the district is sent the Superintendent. Many workshops are turn-keyed to other staff members.</p> <p>Staff members meet weekly to discuss curriculum and data relevant to their department. Minutes and an agenda are kept on file.</p> <p>House Leaders meet with their small learning communities to discuss student progress, school events, activities, projects, curriculum and interdisciplinary topics. Agenda and minutes kept on file</p> <p>Smart Board Training, Power Point Classes, Web Design Workshops are provided during Common Planning Periods for all staff members. Professional Development Hours are given. Sign in sheets and surveys are kept on file.</p> |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|--|---|--|
| | District Leadership Meetings | Principal, Assistant Curriculum Supervisors ,and Facilitators meet to assess district wide programs, engage in vertical articulation, and discuss grade level curriculum |
| | | |
| <i>Students with Disabilities</i> | <p>ESY Program</p> <p>Performance Tasks</p> <p>PARCC</p> <p>Benchmark Assessments</p> | <p>Special Education Students receive enrichment in academic and social performance. The program runs until July30th.</p> <p>A series of assessments were used to indicate strengths and weaknesses in all mathematical clusters as well as, reading and writing skills to help prepare for the PARCC.</p> <p>Students with disabilities did not make AYP in Language Arts Literacy or Math on the 2012PARCC. Students with disabilities make up 24% of our total school population. Out of approximately 1000 students, 224 are special education students.</p> <p>A midterm and final assessment was used to indicate strengths and weaknesses in reading skills to help prepare for the PARCC. Special education students took the same assessment as the general education population, with IEP modifications implemented. Data indicated growth in both Math and LAL, with significant weaknesses in analyzing and interpreting text.</p> |
| <i>English Language Learners</i> | <p>PARCC</p> <p>ACCESS</p> | <p>The ELL achieved AYP by making Safe Harbor in both LAL and Math.</p> <p>ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten</p> |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|--|---|--|
| | | through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English |
| <i>Economically Disadvantaged</i> | SES Programs <ul style="list-style-type: none"> • Sylvan • Club Z | Supplemental Instruction offered free to parents whose child meets the NCLB criteria. Students will receive academic support in areas needed to improve test scores. Students have improved in various content areas. |
| <i>School Climate and Culture</i> | State School Report Card Faculty Survey Parent Survey | Indicates mobility rate, ethnic breakdown of school, language breakdown of school, and other pertinent school data. Small learning communities and common planning periods were created to enable teachers to best meet individual needs of all students. Teacher perceptions regarding school policies, procedures, climate, and administrative support. As a result of this survey, administration and staff is a strength of our school, and parental involvement and discipline policy needed improvement. Discipline Committee has been formed. As a result of Parent survey, a Parent technology workshop was implemented, as well as, an internet safety class for our parents. |
| <i>Leadership</i> | Facilitator Meetings District Leadership Meetings | Facilitators meet weekly to discuss and review curriculum, analyze data, plan professional development, work on state reports Administrator and Facilitators meet to assess district wide programs, engage in vertical articulation, and discuss grade level curriculum Administrators meet to discuss and review district wide needs. |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|---|--|---|
| | Principal Meetings Faculty Meetings Department Meetings Grade Level Leader Meetings | Principal meets with Staff monthly to discuss school wide needs, programs, academics, and address faculty concerns. All department leaders meet monthly with the Principal and Facilitator to discuss curriculum, school policies, professional development, test results, and address all concerns that affect the school performance. . Minutes and an agenda are kept on file. House Leaders meet with the Principal and Facilitator to discuss student progress, school events, activities, projects, curriculum and interdisciplinary topics. Agenda and minutes kept on file. |
| <i>School-Based Youth Services</i> | Boys & Girls Club | Boys & Girls Club received a grant for a new location in GMS which is funded by the DOE to run a 21 st century community learning center. After school tutoring, power-hour homework club, cooking classes, computer programs, and more is now offered to our middle school students every day after school until 6:30 PM. |
| | | |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. *What process did the school use to conduct its Comprehensive Needs Assessment?*

The process and techniques used to determine priority problems at our school were attained through the review and analysis of test data, including standardized and state tests, as well as, benchmark assessments that are given periodically throughout the school year in Mathematics and Language Arts. In addition there are formal and informal observations that take place throughout the year. A constant flow of dialogue occurs between teachers in the small learning communities, during common planning time, and at department meetings. The stakeholders who include the school administrators, facilitator, assistant curriculum supervisors, NCLB members, Department Leaders, educational consultants, student council officers, and District Leadership review the test data (PARCC and periodic benchmark assessments) to determine the strengths and weaknesses for each group and subgroup. The Data Team will share data they analyzed with each department. Recommendations are then made to address the areas of need. Various surveys (Instructional Practice Survey, Literacy and Mathematics in Middle Schools Checklist, Technology Surveys, Professional Development Surveys) taken by teachers, parents, and students are reviewed and analyzed to determine trends and patterns that exist in our school. Performance Matters a web based data analysis and test creation site will more effectively analyze data from PARCC as well as in house benchmark assessments. The No Child Left Behind Council (NCLB) reviews data from the programs that exist at the Middle level, such as, After-School Tutoring Program, percent of students who participate in extra-curricular activities, and disciplinary reports and data.

2. *What process did the school use to collect and compile data for student subgroups?*

Data for district and state assessments (PARCC) are generated by state approved scoring vendors and disseminated to the individual schools and district. Due to budgetary constraints, we no longer have Educational Vistas creating, marking, and providing data on benchmark assessments as we did in prior years. Quarterly Performance Tasks were introduced this year as a means to measure student progress. The Principal, Facilitator, Assistant Curriculum Supervisors, and Grade level Leaders analyze the data in all subgroups to identify strengths and weaknesses. Administrative walkthroughs were conducted regularly to see that data was used to drive instruction and that DI lessons were being implemented.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Data is collected from the PARCC that is given in Math and Language Arts throughout the year. Data from state testing is compiled by the school Data Team and analyzed by the teaching staff members in the various departments for identification of strengths and weaknesses. Data from previous years is also compiled so that the staff may draw conclusions based on the trends that are significant over the years. Data analysis is brought to the SLC for input of those members and the goals shared with all faculty members. In addition, this data is utilized to enhance professional development initiatives, aligned with the Common Core Standards.

A Data Team was created to analyze data from PARCC results in Language Arts Literacy and Math. The team worked with the Principal, GMS Facilitator, and Assistant Curriculum Supervisors on methods of analyzing data. The Data Team then worked with the math and language arts department members to create scatter plots, charts, and graphs based on PARCC results. This team will analyze multiple forms of data, such as performance tasks, benchmark assessments, as well as, PARCC results this school year.

In the summer the Data Team will meet and analyze preliminary data from the spring 2014 PARCC scores. Math and LAL PARCC scores will be compiled, graphed, and available for each staff member's class roster when they arrive in September.

PARCC results were presented to the Board of Education at the October 2013 meeting. The Curriculum Supervisor and each school Facilitator presented a power point explaining our test results.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Since the PARCC Scorers are state appointed and approved, it is assumed that the collection methods are valid and reliable, as well as, statistically sound. Our Benchmarks use valid and reliable computer technology to score our assessments and disaggregate data.

Performance Matters - A web-based program to create and score assessments as well as collect and analyze data.

GMS Data Team- Collects data for state and local assessments and analyzes results.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

4. *What did the data analysis reveal regarding classroom instruction?*

The data analysis (PARCC 6,7,8) revealed that the total population did not meet the Performance targets for School wide and Black population. In Language Arts Literacy and Students with disabilities and Black subgroups did not make the Target goal in Mathematics. Through data analysis, it was determined that the total population showed a general weakness in working with and analyzing text. Testing results, however, indicates a growth in student test results from Grade 6 to Grade 8.

The entire Special Education department has been departmentalized to enhance student learning. The middle school introduced a block schedule, consisting of 64 minute periods in September 2012, which has increased LAL and Math instruction.

Assistant Curriculum Supervisors, Grades 6-12 for Math, Language Arts, Science, and Social Studies were hired in October 2011. A Special Education Assistant Curriculum Supervisor has been added. They will be working closely with Garfield Middle and High School staff and students to improve student learning.

The Co-Teaching Model was implemented at the Garfield Middle School in the areas of Language Arts Literacy, Science, and Social Studies in the Fall of 2013. Special Education teachers and General Education Teachers have been paired to accommodate middle school resource students.

5. *What did the data analysis reveal regarding professional development implemented in the previous year(s)?*

Data analysis revealed that "Reader's Workshop" and professional development from our Professor in Residence and Reading coach improved the reading portion of the Language Arts test scores on the PARCC. However, writing is an area of concern. Our data from Performance Matters from benchmarks and midterm assessments supports this finding.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

In September 2012, GMS has contracted a Reading Coach to implement Reader's Workshop with our 6th grade students. Professional development has begun and will continue to support the teachers with this program. Seventh grade teachers were trained in reader's Workshop the 2014-2015 school year. Grade 8 language arts staff will be trained during the 2015-2016 school year.

Differentiated Instruction will be the main focus of professional development for all teachers during the 2014-2015 school year.

6. How does the school identify educationally at-risk students in a timely manner?

Educationally at-risk students are identified in a variety of methods:

- analysis of state, standardized, and district testing,
- Intervention and Referral Services (IRS Committee),
- Child Study Team Evaluations,
- Guidance Counselors
- Classroom teacher referrals.
- Economically disadvantaged students are indicated by free or reduced lunch status.
- Interim/Report Card

7. How does the school provide effective interventions to educationally at-risk students?

Teachers have a common planning period in which at-risk students are identified and their progress is monitored and discussed.

Depending on the needs of the student several programs are available: BSIP, ESL, High Intensity ESL, Special Education (Resource or Self-contained), Speech Therapy, etc. Teachers have a common planning period in which they discuss and monitor the progress of the student. At-Risk students are strongly encouraged to attend the After School Tutoring Program or the SES (Supplemental Educational Services) Classroom lessons are structured to meet the needs of educationally at-risk students with the implementation of DI.

In addition to the above services, the Boys & Girls Club is now housed in the Garfield Middle School through a 21st Century Grant. They provide an extensive after school program to all students. At risk students are strongly urged to attend. Tutoring, homework assistance, mentoring, socialization, and more are provided daily at this program.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

8. How does the school address the needs of migrant students?

9. How does the school address the needs of homeless students?

Garfield Middle School is very sensitive to the needs of our homeless students. Presently, GMS has 6 homeless students. The district office informs us of our homeless population. The students are offered membership to the Boys' & Girls' Club after school program held in GMS. Bussing arrangements are made available to them so that they continue to attend their home school. We inform them of any and all resources available to them.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers are engaged in decisions regarding the appropriated use of academic assessments to provide information on, and improvement of the instructional program by attending common planning periods and weekly department meetings. Teachers meet and discuss district assessments, results, and curriculum development. Teachers in each department evaluate the strengths and weaknesses of their department and compile strategies to improve areas of weakness of student performance. By department and individually, data from PARCC and Performance tasks were analyzed and discussed. The common planning period affords teachers the opportunity to discuss student progress, plan integrated lessons, and align curriculum. Teachers also create quarterly performance tasks and analyze growth from each marking period.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

It is very important to the middle school administration that the transition from the elementary level to the middle school is a comfortable process for our new students. To accomplish this goal we:

- **Visitation Program-** Fifth grade students come to GMS and are paired with a sixth grade student. They follow that student and his schedule for the day.
- **Summer Orientation Program** – Parents and new students are invited to come to the middle school for an orientation program. The students and their parents meet the Administration, The 6th grade Guidance Counselor, and other new students coming to GMS. Some of the events of the day include a power point presentation on the life of a sixth grader in the middle school, a tour of the building, and a question and answer session.

Garfield High School sponsored an orientation for all the 8th grade students who will be attending the high school in September. They were paired with a student who they shadowed for the day.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The school utilizes various forms of data to determine priority problems. PARCC test, Benchmark Assessments, and teacher-created tests are all analyzed by the Facilitator, Department Leaders, Principal, and Teachers. The groups look at strengths and weaknesses, trends and patterns, and gaps in the sub groups. Comparisons are made and dialogue takes place concerning the possible causes of these problems, as well as, strategies to improve learning. Teachers have the opportunity to discuss student progress, school curriculum, and other pertinent topics during their daily common planning period. Minutes from these daily meetings are also reviewed and considered when selecting priority problems. Reports on these findings are generated and used to determine school needs. School data from the school report card, attendance patterns, student, teacher, parent perceptions from surveys and attendance at school related events are also considered. After collaboration with the above mentioned stakeholders, we determined that our priority problems are seen in the area of LAL, special education, and the use of data to drive instruction.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

| | #1 | #2 |
|---|---|--|
| Name of priority problem | <i>Using Data to Improve Learning</i> | <i>Students with Disabilities.</i> |
| Describe the priority problem using at least two data sources | Staff members are not using data effectively to prepare class lessons or to differentiate instruction. A new web-based online program, Performance Matters, has been purchased by the district. This program will create benchmark assessments, score the tests, and analyze the data. Teachers are able to get immediate feedback from an assessment. | <i>SWD did not make the AMO Benchmark Target or Safe Harbor in LAL</i> (Although SWD has shown growth across the grades, the Targets were not met) <i>35.9% of SWD were proficient, not making the target score of 46.3%</i> |
| Describe the root causes of the problem | <ul style="list-style-type: none"> • Lack of sufficient data from state and district assessments • Insufficient time to analyze data • Inability to use technology to analyze data. • Initial reluctance from staff to use data to plan lessons • Staff laptops will allow teachers to see data on a daily basis on school and at home. They will be able to analyze Performance Matters data. | Root causes of this problem are: <ul style="list-style-type: none"> • Lack of the use of differentiated instruction and rubrics • Special education students did not use the general education textbooks • Data used ineffectively to drive instruction Gaps found in curriculum used in Special Education |
| Subgroups or populations addressed | LAL students, Students with Disabilities. | Special Education |
| Related content area missed (i.e., ELA, Mathematics) | LAL | SWD |
| Name of scientifically research based intervention to address priority problems | Data from these tests, including curriculum-embedded assessments, can be invaluable to schools for assessing the needs of students and identifying areas for improvement (Neumann, 1996; Kannapel & Clements, 2005). Snipes, J., Doolittle, F., & Herlihy, C. | <ul style="list-style-type: none"> • J.M. Kaufman, D.P. Hallahan – Education in the Least Restrictive Environment • Implemented General Ed. Textbooks in Resource Classes • Departmentalizing Program for 2010 – 2011 school year • LL Teach Math Coaching using a hands on discovery based model of teaching. |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| | | |
|---|--|--|
| | <p>(2002). <i>Foundations for success: Case studies of how urban schools improve student achievement</i>. New York: MDRC.</p> <p>Use annual state testing performance data to evaluate the overall effectiveness of instructional services 4. provided by the district. Conduct deep analysis to determine areas in need of improvement (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009)</p> | <ul style="list-style-type: none"> Special Education Department and Math Department will meet together to engage in dialogue related to successful instructional practices. |
| How does the intervention align with the Common Core State Standards? | <ul style="list-style-type: none"> All PD will Curriculum modification and development will address the CCSS. All professional development will be geared to the best instructional strategies to attain student achievement of the CCSS. Professional Development will be geared towards implementing best practices in the classroom. Place more resource students in general ed. Classes with support. Co-Teaching has been implemented in Language Arts classes for Special Education pushed into General education classes | <ul style="list-style-type: none"> All PD will Curriculum modification and development will address the CCCS. All professional development will be geared to the best instructional strategies to attain student achievement of the CCCS. Professional Development will be geared towards implementing best practices in the classroom. |
| | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Place more resource students in general ed. Classes with support. Co-Teaching has been implemented in Language Arts classes for Special Education pushed into General education classes. |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

| | #3 | #4 |
|---|--|----|
| Name of priority problem | <i>Writing</i> | |
| Describe the priority problem using at least two data sources | As reader's Workshop is implemented across the grade levels the writing grades have declined. Equal emphasis needs to be on both reading and writing. <i>The school wide target score needed to be proficient was 71.2% and GMS school wide was 65.3% proficient.</i> | |
| Describe the root causes of the problem | Root causes of this problem are: <ul style="list-style-type: none"> • Writing curriculum not completely parallel to reading curriculum. • Lack of the use of differentiated instruction • Rubrics not being used effectively • Data used ineffectively to drive instruction | |
| Subgroups or populations addressed | School wide Population | |
| Related content area missed (i.e., ELA, Mathematics) | Writing | |
| Name of scientifically research based intervention to address priority problems | When reading and writing are taught together the benefits are greater than when they are taught separately. Research (Tierney and Shannahan 1991) has begun to show that writing leads to improved reading achievement, reading leads to better writing performance, and combined instruction leads to improvements in both areas. | |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

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| How does the intervention align with the Common Core State Standards? | <ul style="list-style-type: none"> • All PD will Curriculum modification and development will address the CCCS. • All professional development will be geared to the best instructional strategies to attain student achievement of the CCCS. • Professional Development will be geared towards implementing best practices in the classroom. | <ul style="list-style-type: none"> • All PD will Curriculum modification and development will address the CCCS. • All professional development will be geared to the best instructional strategies to attain student achievement of the CCCS. • Professional Development will be geared towards implementing best practices in the classroom. |
| | <ul style="list-style-type: none"> • Place more resource students in general ed. Classes with support. • Co-Teaching has been implemented in Language Arts classes for Special Education pushed into General education classes. | <ul style="list-style-type: none"> • Place more resource students in general ed. Classes with support. • Co-Teaching has been implemented in Language Arts classes for Special Education pushed into General education classes. |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

| ESEA §1114(b)(1)(B) strengthen the core academic program in the school: | | | | | |
|--|---------------------------|--------------------------|--|---|---|
| Name of Intervention | Content Area Focus | Target Population | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| Integration of Technology | Technology/ All Subjects | All students | Technology Coordinator Facilitator Dept. Leaders | Use of technology based projects. Use of technology in the classroom. | A 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. |
| *Reader’s Workshop | All Core subjects | All Students | PIR | Teacher Feedback PARCC Results & Assessments Performance tasks & Portfolios | Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide</i> (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. |
| Integration of Rubrics & Portfolio Assessment | All core Subjects | All Students | All Teachers | Teacher Feedback Student Feedback PARCC Results | Donald H. Graves, Portfolio Development and Assessment, 1992 |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> | | | | | |
|--|--------------------|-------------------|---|--|---|
| Name of Intervention | Content Area Focus | Target Population | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| Block Scheduling | All core subjects | All students | Principal Guidance Supervisors Teachers | Teacher Feedback Student Feedback PARCC Results | Longer time blocks allow for in-depth study, such as individual student projects, peer collaboration, and one-on-one work between teachers and students (O'Neil, 1995; Eineder & Bishop, 1997) |
| Professor in Residence | LAL | LAL Students | Administration LAL Curriculum Supervisor GMS GMS Facilitator | Teacher Feedback Student Feedback PARCC Results | PIR maintain rigorous academic credentials as well as the respect and confidence of teachers, which makes them uniquely suited to serve as informal coaches who provide nonevaluative guidance for teachers (Jennings & Peloso, 2010). Whether he or she is a master teacher who is joining the ranks of university instructors (Simpson, 1997) or a professor entering a public school classroom to work directly with students (Burstein, 2009), the professor in residence's goal is to enhance the relevance of teacher education programs. |
| Curriculum Alignment | All Core Subjects | All students | Principal Facilitator Assistant Curriculum Supervisors | Teacher Feedback Student Feedback PARCC Results | Research on aligning curriculum with standards and assessments shows a strong relationship to student achievement (Price-Baugh, 1997; Mitchell, 1998; Wishnick, 1989) |
| | LAL | | | Teacher Feedback | Writing has |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> | | | | | |
|--|--------------------|-------------------|--------------------|--|--|
| Name of Intervention | Content Area Focus | Target Population | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| Writer's Workshop | | | | Student Feedback PARCC Results | materialized as one of the "basics" in elementary schools, a crucial tool for learning to read and think (Calkins, 2005). In this context, students must be taught to write for functional, real-world reasons, and teachers must support students by leading them to become writers who understand their need to intentionally think and organize their texts (Calkins, 1986). In an effort to meet these expectations, various methods of writing instruction have emerged, one of which is <i>Writer's Workshop</i> . |
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**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

| Name OF INTERVENTION | Content Area Focus | Target Populations | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|------------------------|--------------------|---|------------------------------|--|--|
| PARCC Saturday program | Math, LAL | Students with PARCC Scores between 190-210 (adjusted as needed) | Facilitator | Student attendance Teacher feedback PARCC scores | Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide</i> (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. |
| Boys & Girls Club | All subjects | All GMS Club Members | Boys & Girls Club Counselors | Student attendance Teacher & counselor feedback | Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide</i> (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

| Name OF INTERVENTION | Content Area Focus | Target Populations | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|----------------------|--------------------|---|-------------------------------|--|--|
| Summer School | All core subjects | All GMS students failing 1 or 2 core subjects | Admin. Summer School Director | Student attendance & grades | Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). <i>Turning Around Chronically Low-Performing Schools: A practice guide</i> (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. |
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****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

| Name of Strategy | Content Area Focus | Target Population(s) | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--|------------------------|-------------------------|--|---|---|
| Departmentalization of Special Education Department | Special Ed. Curriculum | Special Ed. Students | Administration CST Guidance Special Ed. Curriculum Supervisor | Student test scores Benchmark assessments Teacher Feedback Student Feedback PARCC results | J.M. Kaufman & D.P. Hallahan: Education in the Least Restrictive (2005). Learning Disabilities: Foundations, characteristics, and effective teaching. |
| Professor in Residence | All Core subjects | All Students | PIR | Teacher Feedback PARCC Results & Assessments Performance tasks & Portfolios | Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide</i> (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. |
| Math Coach | Math | All Students/ Spec. Ed. | Administrator Facilitator Math Curriculum Supervisor | Student test scores Benchmark assessments PARCC results | Witzel (2005) Instructional intervention using concrete objects and pictorial representations versus traditional instruction. |
| | | | | | |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

| Name of Strategy | Content Area Focus | Target Population(s) | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--|----------------------------|--|--|---|--|
| <p>Double Math Period for All Students Math</p> <p>Communication Arts/ Resource Students</p> | <p>Math</p> <p>Reading</p> | <p>All Students Special Ed</p> <p>Spec. Ed. Students</p> | <p>Guidance Math & Spec. Ed Curriculum Supervisor</p> <p>CST Guidance LAL & Spec. Ede curriculum Supervisors</p> | <p>Student test scores Benchmark assessments Teacher Feedback Student Feedback PARCC results</p> <p>Benchmark assessments Teacher Feedback PARCC results Student feedback</p> | <p>J.M. Kaufman & D.P. Hallahan: Education in the Least Restrictive (2005). Learning Disabilities: Foundations, characteristics, and effective teaching.</p> <p>Steve Graham and Dolores Perin in 2006. Along with reading comprehension, writing skill is a predictor of academic su in 2006. Along with reading comprehension, writing skill is a predictor of academic success.</p> |
| Writing Workshop | LAL | All Students | Facilitator Language Arts LAL Curriculum Supervisor | Samples of Student Writing PARCC Results Rubrics, Portfolio | Journal of Research in Childhood Education ; October 1, 1998 ; Stone, Sandra J; 700+ words... for Students With Significant Writing Deficits |
| *Reader's Workshop | | | LAL Ass't Curriculum Supervisor | Administrative walk-throughs Teacher feedback Student Surveys | Research shows that collaboration between general and special educators benefits the quality of instruction and supports for students with disabilities. Students without disabilities benefit, too. These are among the findings of a |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

| Name of Strategy | Content Area Focus | Target Population(s) | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|----------------------------------|----------------------------------|--|--|---|---|
| | | | | Assessment results | metasynthesis of co-teaching research conducted by Scruggs, Mastropieri, & McDuffie (2007) . |
| Teaching in the Block | All core subjects | GMS Administration & Staff | Principal Facilitator Assistant Curriculum Supervisors | Administrative walk-throughs Teacher feedback Student Surveys Assessment results | Longer time blocks allow for in-depth study, such as individual student projects, peer collaboration, and one-on-one work between teachers and students (O'Neil, 1995; Eineder & Bishop, 1997). |
| *Co-Teaching Model | LAL Science Social Studies | General Ed and Special Ed Staff & students in co-teaching model classes. | Administration CST Guidance Special Ed. Curriculum Supervisor | Administrative walk-throughs Teacher feedback Student Surveys Assessment results | Research shows that collaboration between general and special educators benefits the quality of instruction and supports for students with disabilities. Students without disabilities benefit, too. These are among the findings of a metasynthesis of co-teaching research conducted by Scruggs, Mastropieri, & McDuffie (2007) . |
| Integration of Technology | Technology/ All Subjects | All students | Technology Coordinator Facilitator Assistant Curriculum Supervisors | Use of technology based projects. Use of technology in the classroom. | A 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

| Name of Strategy | Content Area Focus | Target Population(s) | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
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****Use an asterisk to denote new programs.***

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. *Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?*

The school wide plan will be evaluated by the Garfield Middle School Administration and the Garfield Middle School Assistant Curriculum Supervisors.

2. *What barriers or challenges does the school anticipate during the implementation process?*

Release time for staff for in-house professional development
Budgetary restraints

3. *How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?*

- Proving Professional development
- Support from PIRs and Coaches
- Administrative support

4. *What measurement tool(s) will the school use to gauge the perceptions of the staff?*

- Feedback from Grade level leader meetings
- Staff survey
- Marshall Rubrics
- Teacher Evaluations

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

5. *What measurement tool(s) will the school use to gauge the perceptions of the community?*

- Parent surveys
- Teacher conferences
- Back to School night
- Attendance sheets at Parent/Community events

6. *How will the school structure interventions?*

- Professional Development
- Grade Level Meetings
- Guidance Counselors
- Department Meetings
- Faculty Meetings

7. *How frequently will students receive instructional interventions?*

- Special education students receive instructional interventions and modifications daily as per their IEP.
- Classroom teachers provide instructional interventions as needed
- PIR/Coaches provide interventions when on sit

8. *What resources/technologies will the school use to support the schoolwide program?*

- Smart Boards in all classes
- Discovery Education
- Study Island
- Math Tools
- iPads for Administrators and Supervisors
- Performance Matters
- Brain Pop
- Flo-vocabulary

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

9. *What quantitative data will the school use to measure the effectiveness of each intervention provided?*

- Teacher Survey
- Performance Matters data/ Results of NJASK data and school wide benchmark assessments
- Teacher Evaluations

10. *How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?*

- Administration met with curriculum supervisors and Facilitator who turn-keyed information and delivery to each department.
- Grade-level meetings were held with administration. Grade level leaders facilitated information to each perspective grade level.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

| Name of Strategy | Content Area Focus | Target Population | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|----------------------------|------------------------------|---|---|---|--|
| Back to School Night | All Academics/School Climate | GMS Staff Parents | Administrators | Parent Sign-in Sheets Teacher feedback | Harvard Family Research Project (January 2009) Tool for Practice |
| Cyber-Bullying | Technology, Internet Safety | Garfield, Lodi, Elmwood Park School Parents | Bergen County Prosecutor's Office | Parent Sign In sheets Parent Surveys | Recent research in the United States and abroad has documented that bullying is a common and potentially damaging form of violence among children" (Limber, Nation, 1998). |
| Parent Technology Workshop | Technology | GMS Parents | Staff | Attendance Sheet Parent Survey | Christian, Morrison, & Bryant, 1998; Epstein, 2001; Henderson & Mapp, 2002 Parental Involvement and Student Achievement |
| Bullying Presentation | All Academics/School Climate | GMS Parents Staff | Anti-Bullying Specialist Principal Administration | Parent Sign In sheets Parent Surveys | Recent research in the United States and abroad has documented that bullying is a common and potentially damaging form of violence among children" (Limber, Nation, 1998). |

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Name of Strategy | Content Area Focus | Target Population | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|-------------------------------|------------------------------|--|---|---|---|
| National Junior Honor Society | All Academics/School Climate | Administration Staff Parents Students | Administration Honor Society Committee | Induction Attendance Parent/Student Feedback | In middle schools, students <i>in honors program</i> typically score <i>advanced</i> or <i>proficient</i> on their grade-level standardized tests and excel academically within the regular education honors programs, students tend to be grouped with peers of higher ability and motivation. (Driscoll, 2002). |
| Honor Roll Breakfast | All academics | GMS Parents And their Honor Roll students | Principal | Attendance Sheet Parent Survey | Christian, Morrison, & Bryant, 1998; Epstein, 2001; Henderson & Mapp, 2002 Parental Involvement and Student Achievement |
| Parent – Teacher Conferences | All Academics | GMS Faculty & Parents | Principal Teachers | Attendance Sheets Bi-Lingual interpreters | Harvard Family Research Project (January 2009) Tool for Practice |
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**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

There is a great connection between Parental Involvement and the priority problems identified in the needs assessment. There is limited involvement from parents at the middle level, and it is representative of a large decline from elementary school. It is our goal to convey to parents that their involvement is critical to student achievement. Programs, such as a Technology workshop & Internet Safety, were offered to the middle school parents offering refreshments and prizes as incentives.

2. How will the school engage parents in the development of the written parent involvement policy?

Parents are active members of the school community which engages them in discussions about the direction and implementation of the school's goals. In addition, parents are asked to participate in the middle school survey, which allows them the opportunity to offer comments and give suggestions on all aspects of our school.

3. How will the school distribute its written parent involvement policy?

The school-parent compact, generated through the Federal Programs Office (ESL, Bilingual, Basic Skills), in three languages, is sent home to parents at the beginning of the school year. The parents must sign and return to school a confirmation form that they have received and read the agreement. All returned forms are documented and kept in file. The parent involvement policy will be written in 3 languages: English, Polish, and Spanish.

4. How will the school engage parents in the development of the school-parent compact?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Parents are active members of the school community which engages them in discussions about the direction and implementation of the school's goals. In addition, parents are asked to participate in the middle school survey that allows them the opportunity to offer comments and give suggestions on all aspects of our school

5. How will the school ensure that parents receive and review the school-parent compact?

Student data is reported to the public by various means: data is published in local newspapers, standardized scores are disseminated for parents, and a school report card is issued by the state of New Jersey. Student achievement data is also reported to the public through the internet; district website and State of NJ website

6. How will the school report its student achievement data to families and the community?

Student data is reported to the public by various means: data is published in local newspapers, standardized scores are disseminated for parents, and a school report card is issued by the state of New Jersey. Student achievement data is also reported to the public through the internet; district website and State of NJ website

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

The Garfield School District creates and mails a state modeled informational letter concerning the status of the school's performance as it pertains to Annual Measurable Achievement Objectives.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

8. How will the school inform families and the community of the school's disaggregated assessment results?

The Garfield Middle School's disaggregated NJASK results and data assessment results are published in the local newspaper each spring. A copy of the school report card, published by the State of New Jersey, is sent home yearly. The disaggregated test data, as well as, other data is available within that report card. The results are also published on line on the state website. Additionally, The SLC (School Leadership Council) reviews all aspects of school data during monthly meetings. In order to give all parents a better understanding of the data, it is our intention to hold a parent workshop entitled, "Understanding the NJASK

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parents are active members of the SLC Committee which engages them in discussions about the direction and implementation of the school's goals. In addition, parents are asked to participate in the middle school survey, which allows them the opportunity to offer comments and give suggestions on all aspects of our school. This is then used as one avenue of consideration when selecting priority problems.

10. How will the school inform families about the academic achievement of their child/children?

The Garfield Middle School uses the following methods to inform parents of their child's student assessment results:

- ❖ Interim Reports are sent home each marking period, focusing on student progress.
- ❖ Parents receive a report card each marking period. (4 times a year)
- ❖ The student's individual profile report for the NJASK is sent home for parental review
- ❖ Parent/Teacher Conferences are held in November and additionally in February.

11. What specific strategies will the school use its 2013-2014 parent involvement funds?

The required PI funds were used for:

- Parent Technology Workshop

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

- Internet Safety/ Cyber Bullying Workshop
- Honor Roll Breakfast for Parents
- Bullying Workshop

12. How will the school inform families about the academic achievement of their child/children?

The Garfield Middle School uses the following methods to inform parents of their child's student assessment results:

- ❖ Interim Reports are sent home each marking period, focusing on student progress.
- ❖ Parents receive a report card each marking period. (4 times a year)
- ❖ The student's individual profile report for the NJASK is sent home for parental review
- ❖ Parent/Teacher Conferences are held in November and additionally in February.

13. On what specific strategies will the school use its 2015-2016 parent involvement funds?

The required PI funds were used for:

- Parent Technology Workshop
- Internet Safety/ Cyber Bullying Workshop
- Honor Roll Breakfast for Parents
- Bullying Workshop

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

| | Number & Percent | Description of Strategy to Retain HQ Staff |
|--|------------------|--|
| Teachers who meet the qualifications for HQT, consistent with Title II-A | 89 | <ul style="list-style-type: none"> In order to be considered for employment in the Garfield School District, a teacher must meet the guidelines for HQT. Employment opportunities are placed in ads in local newspapers , as well as, on the Garfield Website Each building in the District receives job opportunities, which are posted. Mentoring programs, teacher orientation, professional development, weekly house and department meetings, all contractual benefits are supports afforded new teachers in the Garfield School District. Reimbursement for Graduate classes is offered to assist teachers in attaining higher degrees of learning. <p>The district offers professional development for staff to support continuing education</p> |
| | 100% | |
| Teachers who do not meet the qualifications for HQT, consistent with Title II-A | 0 | |
| | | |
| Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test) | 12 | <ul style="list-style-type: none"> Local newspaper and the Garfield School District website place job opportunities for Paraprofessionals. Part time Paraprofessionals are give first opportunity for full time employment |
| | 100% | |

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

| | Number & Percent | Description of Strategy to Retain HQ Staff |
|---|------------------|--|
| | | <ul style="list-style-type: none"> Paraprofessionals were given to obtain an AA degree through Fairleigh Dickinson University. Classes are held on site in the district, and the cost has been significantly reduced to encourage participation. Professional development opportunities and all contractual benefits are offered to the paraprofessionals Paraprofessionals are offered course reimbursement from the district for the successful completion of a course of study. An additional \$2500 in salary is paid to paraprofessionals who have received an AA degree The paraprofessionals employed at the Garfield Middle School have met all NCLB requirements either by education or passing the Para Pro test. |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)* | 0 | |
| | | |

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

| Description of strategies to attract highly-qualified teachers to high-need schools | Individuals Responsible |
|--|---|
| The Garfield Superintendent, the Board of Education, the school principal, and the Garfield Federation of Teachers work collaboratively in an effort to attract and retain highly qualified staff | Superintendent School Principal Garfield BOE Garfield Federation of Teachers |